R

S428.6
R2271

THE

FIRST BOOK

OF

READING LESSONS.

BY

THE CHRISTIAN BROTHERS.

A NEW AND ENLARGED EDITION.

BIBLIOTHEQUE
DE L'UNIVERSITE LAVAL

MONTREAL, C. E.:
PUBLISHED FOR THE CHRISTIAN BROTHERS,
BY D. & J. SADLIER, & Co.
179 Notre-Dame Street,
BOSTON:—128 FEDERAL STREET.
New-York: 31 Barclay Street.
1862.

Copyright secured.

PREFACE.

This *First Book* has been compiled for the use of the Christian Schools. It is divided into three sections. The first contains words, intended to exemplify the easiest vowel sounds; the second, their sounds in the various combinations in which they occur in the language; and the third, promiscuous lessons in words of two syllables, with a partial introduction of words of three. By this arrangement the children are led, by easy steps, from the simplest to the most difficult combinations. the words of the first section are given under the separate heads of *Names*, *Qualities*, and *Actions*, to afford an opportunity of teaching the children how to combine them; and the same classification has been observed throughout the work, in the words selected for exercise at the head of each lesson. Thus composition and grammar may gradually be learned without the aid of a *Text Book*, which, however, will be found useful at a more advanced stage.

The mode of teaching the Alphabet, most successfully pursued in the Christian Schools, is to teach each letter as it is found in the combination. Thus a word is pointed out ("Ox" for example) and the combined sound *ox* taught. It is then spelled, its meaning given, and the letters, of which it is composed, shown in the line of letters prefixed to the lesson. This method interests the children, and takes away the irksomeness and labour of acquiring each letter separately

Names of Objects are taught upon the same principle. The name is first read, then spelled, and the children are afterwards requested to tell *all they know about it*. When it can conveniently be done, the object itself is shown, and its *parts*, *qualities*, and *uses* pointed out. A pin, for example, is introduced, and passed round the class to be examined. The teacher than asks, "What is the name of this?" The children answer, "a pin." "Spell pin." "P-i-n." "Can you tell me the parts of a pin?" "It has a head"—"it has a point"—"it has a shank." "What kind of head has it?" "A *round* head." "What kind of point?" "A *sharp* point." "What kind of shank?" "A *straight* shank." "Right. Take notice now, that round, sharp, and straight, are *qualities*, which a pin has. But can you tell me any other thing that is *round*?—that is *sharp*?—that is *straight*?—What is the *use* of a pin?"—This examination should be varied according to the age and capacity of the pupils; in the first lessons, it will be sufficient to name such properties as come under the simple operation of the senses.

Qualities will, perhaps, be best explained by requesting the children to name objects whcih have the quality, and correcting the answers when wrong. *Actions* should be practically shown or described, and the children desired to mention the instruments, by which the action named, is performed. This explanatory exercise ought not to be confined to the words at the head of each lesson, which for want of space, are necessarily few; other words should be selected from the lesson and made the subject of the like exercise; and it is recommended that no child be advanced to a higher lesson, until he can read, spell and explain all the words of the preceding one.

It will greatly accelerate the progress of the pupils, if each be provided with a copy of this book, and required to prepare *at home* the lesson of the following day. Such co-operation on their part will enable them to acquire a complete mastery over, at least, a lesson each day, and thus be qualified in a few weeks to enter upon the *Second Book*.

The *arrangement* is, in some respects, original. It is moreover, the result of many years' experience, which, perhaps, is the best guarantee of its utility; and as to the nature of the lessons, it will be seen, that the great object of the compilers has been, *to enlighten the mind and improve the heart*.

The Alphabet is given on a separate page, for such as prefer it in that way; and the book itself is printed in large type in the form of Tablets

a b c d e f g h

i j k l m n o

p q r s t u

v w x y z

A B C D E F G H

I J K L M N O

P Q R S T U

V W X Y Z

---

a b c d e f g h

i j k l m n o

p q r s t u

v w x y z

A B C D E F G H

I J K L M N O

P Q R S T U

V W X Y Z

38240

Lessons on the Forms and Sounds of the Letters.

THE VOWELS.

a e. i. o. u.—w. y.*

THE CONSONANTS.

b. c. d. f. g. h. j. k. l. m. n. p. q. r. s. t. v. x. z.

Am. an. at. in. is. it. he. me.
so. no. on. ox. do. to. up. us.

I am. He is. Go on. It is.
An ox. To us. I go. Do so.

I am in. He is up. So am I.
We do go. It is he. Be it so.

My ox is in. He is up to me.
Do so to us. Is it b. p. or q.?
No; it is c. j. k. l. v. or z.

C. E. F. K. L. P. Q. R. U. V. X. Y. Z.

* *w* and *y* are consonants when they begin a word or syllable

NAMES.

(*Short Sound of the Vowels.*)

LESSON I.

Cat	*hat*	*mat*	*rat*
a can	a fan	a cap	a map
a bat	a cat	a bag	a nag
a ham	a ram	a man	a pan

LESSON II.

Den	*fen*	*hen*	*men*
a net	a pet	a keg	a peg
a den	a hen	a fen	a pen
a bet	a set	a bed	a leg

LESSON III.

Fin	*pin*	*sin*	*tin*
a fin	a pin	a bit	a pit
a fib	a rib	a lip	a hip
a lid	a kid	a fig	a pig

LESSON IV.

Bog	*dog*	*fog*	*hog*
bog	a dog	a mop	a top
rod	a sod	a cot	a pot
a box	a fox	a fog	a log

LESSON V.

Bun	*gun*	*sun*	*tun*
a bun	a tun	a cut	a hut
a hum	a sum	a tun	a bun
a mug	a rug	a cub	a tub

LESSON VI.

QUALITIES.

bad	fat	mad	sad	far
big	dim	hot	red	wet
glad	fast	last	best	soft

LESSON VII.

a bad man	a tin box	a wet mop
a big cat	a fat pig	a red bag
a dry fig	a big rat	a fat kid
a bad lad	a mad dog	a bad pen

LESSSON VIII.

the fat hen	the ten men	the big gun
the dim sky	the big log	the bad hat
the big pin	the dry tan	the big man
the wet mat	the pet fox	the dry net

LESSON IX.

the fur cap	the fat kid	the red nag
the big nut	the hot pan	the wet net
the red cap	the big dog	the fat ram
the big hat	the red lip	the dry mat

ACTIONS.

LESSON X.

to nap	to rap	to pat	to wag
to beg	to get	to let	to vex
to bid	to dig	to nip	to rip
to hop	to top	to rob	to sob

LESSSON XI.

to hit	to sit	to fix	to mix
to bud	to mud	to cup	to sup
to man	to fan	to fag	to lag
to pin	to sin	to pip	to sip

LESSON XII.

to lap	to fib	to lop	to lug
to fit	to hum	to nod	to set
to cry	to dry	to fry	to try
to sell	to tell	to fill	to will

LESSON XIII.

The cat ran	It is hot	Be not bad
Pin her bib	Bid him sit	Sam can run
Get my hat	Let him sup	I can hop
Tom can dig	Is she up	Let me run

LESSSON XIV.

The bun is hot. The dog is mad. The sun is red. The pit is dry. His pen is bad. The kid is fat. The hat is wet. He is not fat. The sky is dim. The sun has set. He ran to the hut.

LESSON XV.

Sam has a pet fox. It is in his lap
He is in the cot. Bid him get my hat
It is on the peg. The sun is not hot.
Has Sam got the top? It is a bad pen.
The man is in bed. He is not yet up.

NAMES.

(*Long Sound of the Vowels.*)

LESSON XVI.

Can	*cane*	*pan*	*pane*
a cane	a pane	a lane	a mane
a date	a gate	a tale	a vale
a cage	a page	a case	a vase

LESSON XVII.

Fin	*fine*	*pin*	*pine*
a pine	a mine	a file	a tile
a line	a vine	a side	a tide
a fire	a sire	a mile	a pile

LESSON XVIII.

Mop	*mope*	*not*	*note*
a mope	a rope	a bone	a cone
a hole	a pole	a mole	a sole
a home	a tone	a rose	a nose

LESSON XIX.

Cur	*cure*	*tun*	*tune*
a cure	a lure	a mule	a rule
cube	a tune	a lute	a mute
a duke	a fume	a muse	a tube

LESSON XX.

QUALITIES.

bare	base	lame	safe	sage
fine	nice	ripe	wide	wise
mute	pure	sure	late	rare
tame	pale	nice	wise	vile

LESSON XXI.

NAMES AND QUALITIES.

pale face	a nice cake	a lame mule
a fine date	a wise man	a wide gate
a ripe nut	a safe cure	a fine cage
a nice rose	a wide hole	a tame fox

ACTIONS.

LESSON XXII.

to bake	to make	to take	to tame
to bite	to cite	to hire	to tire
to hate	to rate	to ride	to side
to bore	to gore	to cure	to lure

NAMES, QUALITIES, AND ACTIONS.

LESSON XXIII.

Tom has a nice cane. Jane has a rope. Sam made a cage. Ned is at home. Give him the cake. Let us take a ride. Has a dog a mane? Let us make a fine fire. Sam will dine with us. He will be here at five.

LESSON XXIV.

Ripe figs are nice. Taste my cake The fire is too hot. Let us run a race Do you like a red rose? Let us have a nice tune. Had we not fine fun? I will give the old man my cake. It is rude to stare in his face

SECTION II

LESSSON XXV.

Names.	*Qualities.*	*Actions.*
bar	rash	part
car	dark	bark
tar	hard	mark

The bar is not long. Put the car in the yard. Tar is got from the pine. Do not mark my card. The sky is dark. The task is not hard. A rash act will do harm. Dogs can run, and bite, and bark. The sun is set: it is time to part.

LESSON XXVI.

Names.	*Qualities.*	*Actions.*
ball	all	fall
hall	tall	gall
wall	small	call

Let us hop the ball. Do not hit the wall. Was Jane in the hall? Tak care not to fall. Is the mare in the stall. A pine is a tall tree. Warn Tom not to call names. The car will gall the mare. All men are not small. James is tall.

LESSON XXVII.

Names.	*Qualities.*	*Actions.*
fork	soft	born
cork	fond	corn
horse	long	form

Cork is the bark of a tree. It is light, dry, and sol id. Is James fond of nuts? He has lent me a nice fork. Tom has got a long cord for his kite. Was Ned born in June? He is in a soft bed. My horse can run fast, but he is not safe. To corn is to salt. Tell James to form the class, and to go on with the tasks: it is past ten

LESSON XXVIII.

Names.	*Qualities.*	*Actions.*
dove	none	won
glove	some	done

The dove is a nice bird. Silk is got from a worm. Can you tell me its name? Some gloves are made of silk. My horse has won the race; but he is now lame. Is Tom's work yet done? No, he has none of it done. We must love all men for God's sake. If we do not, God will not love us. To hate any one is a sin.

LESSON XXIX.

Names.	*Qualities.*	*Actions*
shade	sham	share
shame	sharp	shave

The sun shines. Come in to the shade The ship is at the shore. It is a shame to call names. Shut the shop; it is past ten. Let us share the nuts with James. A shark is a large fish. Apes do not shave. It is a sham fight; none will be hurt. Did he make the blade sharp? No, it is still blunt. If the horse be shod, put him to the gig, and drive us home.

LESSON XXX.

Names.	*Qualities.*	*Actions.*
thing	thin	thaw
thumb	thick	thank

This milk is thin, but that is thick. There are ten maps on this wall: name some of them. Tell Ned I will thank him for his top. Tom has hurt my thumb: I think the skin will fall off Has this thing a name? To thaw is to melt. Give these plums to James, and those to Sam. I hope they will like them. Ripe fruit will do them no harm.

LESSON XXXI.

Names.	*Qualities*	*Actions*
hail	vain	sail
rain	frail	paid
maid	plain	drain

Rain and hail fall from the sky. All men are frail. A snail has horns. The maid has milk in her pail. Dan is a plain man: he is not vain. Did the men drain the bog? Was James paid his bill? I like to sail on the main. The kite has a long tail: it turns and moves in the air.

LESSON XXXII.

Names.	*Qualities.*	*Actions.*
day	bay	pray
hay	gay	play
way	gray	stay

The day is fine. We can make the hay. Will Tom ride on my bay horse? That man has grey hair. Are we to go or stay? May is a nice month. All will be gay in June. Do you know the use of a tray? We must not play with bad boys. If we pray to God, he will save us, and take care of us in all our ways.

LESSON XXXIII.

Names.	*Qualities.*	*Actions.*
beam	dear	read
cream	clear	steal
peach	clean	teach

The well is clear and deep. Is meat dear this year? Has James clean hands? Tea is the leaf of a plant. It comes from the east. Can we raise this beam? Cream swims on the top of milk. Will Ned teach me to read? It is bad to steal. A peak is a steep hill. May I eat this ripe peach? The lambs bleat, run, and eat.

LESSON XXXIV.

Names.	*Qualities.*	*Actions.*
lead	deaf	learn
head	dead	heard

Bread is made from corn. My nice bird is dead. Lead is soft, grey, and solid. It is got in Wales. My friend is deaf; he has a great pain in his head. I can feel my heart in my breast. I have heard that some men search for pearls in the deep sea. Is a peurl like a bead? The best time to learn is before break fast.

LESSON XXXV.

Names.	*Qualities*	*Actions.*
beef	deep	seek
fleet	keen	keep
sheep	green	weep

The man feeds the sheep. A stag is a male deer: he has large horns. Tell the maid to salt the beef, or it will not keep. The sea is green, wide, and deep. A fleet of ships may be seen at sea. The steel blade is keen; it cuts well. Tom weeps; he is gone to seek his dog. Have you seen him? Tell me some things that are green

LESSON XXXVI.

Names.	*Qualities.*	*Actions.*
trey	grey	neigh
prey	great	reigns

That man's head is grey. A dey reigns in some states. Is this card the trey? Name some beasts of prey. To veil means to cover. Did you hear the horse neigh? No, but I heard the ass bray. He holds the reins in his hands. I can feel a great vein in my hand; see, it is blue. Name some things that are grey.

LESSON XXXVII.

Names	*Qualities.*	*Actions.*
boat	hoar	load
coat	hoarse	roar
coast	coarse	soar

Boats are made of oak. Coal is dug from the earth. Dan's coat is black. The lark soars on high. Did the man load the cart? The coast is the land near the sea. James is hoarse; he has got a bad cold. The grass is coarse; the foal will not eat it. The lion roars. We had a hoar frost last night. Frogs croak.

LESSON XXXVIII.

Names.	*Qualities.*	*Actions.*
coin	void	toil
soil	moist	boil

This coin is old and flat. Troy was burnt by the Greeks, after a siege of ten years. This soil is moist. Do not join bad boys in the street. Will the maid boil the meat? This oil is got from seeds. Void means empty. The poor toil in this world; in the next they will have rest. To toil means to work very hard.

LESSON XXXIX.

Names.	*Qualities.*	*Actions.*
haw	raw	daub
maw	salt	pause
paw	warm	dawns

A bird has a maw, and a dog has a paw. Haws are the fruit of the thorn. The sun is warm in June. Can you tell me the cause? The day just dawns; it is time to rise. Name some beasts that draw cars. This meat is raw and salt. Do not daub your hands with ink. Does James pause at the points or stops?

LESSON XL.

Names	*Qualities*	*Actions*
dew	few	flew
pew	new	blew

The wind blew from the sea. The crew have got on land. The dew s on the grass. This is a new map. The lark flew high in the air. The man drew the net to the land. Is it true that Tom sat in the pew? Do you know the use of a screw? Is it a dog that cries *mew?* Name some beasts that chew the cud.

LESSON XLI.

Names	*Qualities*	*Actions.*
food	cool	coos
hoop	poor	stoop
moon	smooth	droop

The moon is up. It is like my hoop. Glass is cold, hard and smooth. The night is cool, dry and dark. The lake is deep. Do not stoop to drink: you may fall in. Is it with age the poor man droops? We must give him some food. Is it not the dove that coos? Name some things that are used in a school.

LESSON XLII.

Names.	*Qualities.*	*Actions.*
crow	low	flow.
snow	slow	blow

I have seen a fine row of tall trees. The crow is black. This seat is too low. The wind blows down oak trees. Do not bend my bow, lest it should break. The snow is on the grass. This bowl is made of earth. The men will sow the seed, and then it will grow. This clock is slow. The stream flows into the lake.

LESSON XLIII

Names	*Qualities.*	*Actions.*
bow	loud	count
brow	proud	found
crowd	brown	frown

Can James make a bow? We went to the brow of the hill. I saw a great crowd. You should not speak loud in the streets. Can you count the fowls? The brown cow was lost: has she yet been found? Hear how the dogs howl. Why do you frown? A proud man God hates. The meek and good He will bless and love.

LESSON XLIV.

Names.	*Qualities.*	*Actions.*
foe	due	lie
toe	true	tie
hoe	blue	die

Ned and Tom lie too long in bed. It is due time to sow the rye. Do you know the use of a hoe? Is that man a foe? Did he tie his horse in the stall? I have hurt my toe: see it is blue. Sloes are the fruit of the black thorn. Is it true that you told a lie? God hates a lie. We must all die, and know not how soon.

LESSON XLV.

Names.	*Qualities*	*Actions.*
field	brief	yield
grief	chief	wield
thief	fierce	thieve

This field yields corn, grass and trees. Can James wield a sword? A shield is worn on the arm. God hates a thief. To thieve means to steal. The dog is fierce, but he will not hurt us. Did that man die of grief? Do not grieve at the ills of life, for they are brief. Our chief care must be to live well.

LESSON XLVI.

Names.	*Qualities.*	*Actions.*
sight	tight	fight
night	right	light
might	bright	slight

The night is bright. You cannot miss the right way. See, your house is in sight. Boys should not fight, nor call names. They ought to be kind to all. Tell Ned to light the lamp; it will soon be dark. Hold the reins tight with all your might. Take care not to slight holy things. A bad life leads to a bad end.

LESSON XLVII.

Names	*Qualities.*	*Actions.*
chair	chaste	chant
chart	cheap	chase
chalk	choice	chuck

This chair is made of oak. Did you hear the hens chuck? Cheese is made of curds. Chaste means pure. Is a chart the same as a map? Cheap means at a low rate. This is a cheap book. To chant means to sing. This is choice fruit. Did you see the dogs chase the fox? Tell Tom to give me a piece of chalk.

LESSON XLVIII.

Names.	*Qualities.*	*Actions*
whale	white	whet
whey	whole	whip

What is a whale? In what sea is it found? Do you know what is got from the whale? Tell me some things that are white. How is whey made? Tom can whip his top; but he does not know how to whet a knife. This bread is made of whole meal. When are seeds sown, and what time are the crops cut down?

SECTION III.

LESSSON XLIX.

THE CREATION.

Names.	*Qualities.*	*Actions*
trees	good	made
beasts	glad	creep
plants	wise	swim

God made all things in six days. On the first day, he made the earth. It had not then the form it has now, and it was dark. God then said, *Let there be light*, and light was made; so at the will of God, light came forth. The next day he made the sky. On the third day, he made the sea, and all kinds of plants and trees. On the fourth day, he made the sun, moon, and stars. On the fifth day, he made the birds, that fly in the air, and the fishes, that swim in the sea. On the sixth day, he made the beasts of the field, and all things that creep, and last of all, he made man. All these things were made for man, but man was made for God. How wise and good must God be, who made all these things for our use—how glad we ought to be, to love him and to serve him.

LESSON L.

THE PRESENCE OF GOD.

Names.	*Qualities.*	*Actions.*
school	pres ent	ren der
thought	pri vate	ob serve
pre sence	care ful	dis please

God knows all things. He knows all that is done in school, in the street, and at home. He knows each word you speak, and each thought that comes into your mind. Be careful, then, when you eat, or drink, or learn, or play, to do all to please him.

God is in all places. He sees all that you do; in private, as well as in public. How would you act in the presence of a great man? You would not curse, nor swear, nor tell lies, nor do any thing, that would displease him. Think that God sees you, and you will do nothing, that is bad. When you hear the clock strike, think that it is your good angel, who reminds you, that God is present, to observe all you are doing; and that he will, on a future day, render to every man according to his works. Say, *O my God, teach me to love thee, now and for ever.*

LESSON LI.

THE GIFTS OF GOD.

Names.	*Qualities.*	*Actions.*
world	just	judge
ser vice	ho ly	pun ish
thoughts	hap py	em ploy

God gave you all that you have. He gave you ears to hear, eyes to see, a nose to smell, a mouth to taste and to speak, hands to feel and to work, and legs and feet to walk. Above all, he has given you a mind to think and to learn, and a soul that can never die. It was God who gave you all these things. But why did God give them to you? It was to show you how much he loved you, and that you might love him in return. All that you have then belongs to God. Take care to employ them all in holy service.

God will judge your thoughts, and words, and deeds. He is just. He will give to each one what his works deserve. To the good he will give joys, that will never end. The wicked he will punish for ever. How happy will not the good feel, when God shall call them from this world, to share in the bliss of his saints!

LESSON LII.

ADAM AND EVE.

Names.	*Qualities.*	*Actions.*
Ad am	fair	pla ced
ser pent	fi e ry	be come
Pa ra dise	craf ty	pre vent

The first man was named Adam, and the first woman, Eve. God put them in the garden of Paradise, to dress it, and to keep it. He told them to eat of all the fruit in the garden, except that of one tree, but that if they eat of that, they should die. The devil took the form of a crafty serpent, and coming into the garden, told Eve, that if she eat the fruit, she should not die, but should become like God, having the knowledge of good and evil. Eve saw that the fruit was good, and fair to the eye. She eat it, and gave it to Adam, who also did eat. Thus was sin brought into the world, and thus did our first parents lose the friendship of God, and their right to heaven. God then cast Adam and Eve out of Paradise, and placed an angel with a fiery sword, to prevent their return into that happy place

LESSON LIII.

CAIN AND ABEL.

Names.	*Qualities.*	*Actions.*
till er	rough	re sist
tem per	an gry	kill ed
bro ther	gen tle	con fess

Adam had two sons, Cain and Abel. Cain was of a very rough temper. Abel was meek and gentle. Cain was a tiller of the earth. Abel was a keeper of sheep. God loved Abel, on account of his goodness. He did not love Cain, because he was bad. Cain was vexed that God should prefer his brother to himself, and going one day to walk with him, he killed him in the fields. Thus a single thought of envy, which Cain did not resist, led him to shed his brother's blood. But what was still worse, he did not repent of what he had done, nor would he confess his crime. When God asked him where his brother was, he said he did not know. But God told him, that Abel's blood had cried to him from the earth. And God was angry with Cain, and set a mark upon him, and told him, he should be cursed upon the earth.

LESSON LIV.

THE FLOOD.

Names.	*Qualities.*	*Actions.*
del uge	a live	sav ed
chil dren	wick ed	mix ed
moun tain	high est	pour ed

About the time of Abel's death, Adam had a third son, named Seth. Seth was a good man, and his children were good, until they mixed with the race of Cain, and then they became wicked like them. God was angry at their crimes. He told Noah, a just and holy man, that he would drown the world by a deluge, or great flood, and bade him build an ark, that he and his children might be saved. When the ark was ready, Noah and his wife, and his three sons, with their wives, went into the ark, and took with them birds and beasts of each kind. God then, poured down rain upon the earth, for forty days and forty nights, and the flood rose fifteen cubits above the highest mountain. Birds, beasts, and men, were all swept away. Not a single thing was left alive upon the earth, except Noah, and those that were with him in the ark.

LESSON LV.

PLANTS AND TREES.

Names.	*Qualities*	*Actions.*
win ter	ma ny	with er
tim ber	use ful	nour ish
coun tries	larg est	sup plies

God causes plants to grow for our use. He supplies the earth with sap to nourish them. The sap is drawn up through the roots by the heat of the sun; it then rises to the stem of the plant, and thence through each of its branches. In winter the sap returns to the earth, or adds to the bulk of the plant. The leaves wither, and the plant remains bare, until the warmth of spring makes it push forth new buds and leaves.

When trees have grown large, they are cut down near the roots, and the branches lopped off. Their trunks form logs of timber, which are used by men in many ways. Sometimes they are sawn, and made into tables, chairs, floors, doors, carts, and other useful things. The trees best known to us are, the fir, the ash, the elm, the beech, and the oak. The largest trees are found in hot countries.

LESSON LVI.

BEASTS.

Names.	*Qualities.*	*Actions.*
but ter	clo ven	serve
mut ton	hea vy	car ry
bur den	sin gle	call ed

Beasts walk on four legs, on which account they are called *quadrupeds.* They have skins with hair, wool, or fur. Some beasts have feet with a single hoof, like the horse; others have feet with the hoof cloven, like the cow; and others have feet with toes and claws, like the dog. The flesh of the cow is called beef; that of the calf is called veal; and and that of the sheep is called mutton. The cow gives us milk, from which we get butter and cheese. The wool of the sheep is made into cloth, which serves to cover us, and to keep us warm. Some beasts kill others for their food, and are therefore called *beasts of prey.* In this class, are the lion, the tiger, the wolf, and the fox. Others are employed to carry heavy loads: these are called *beast of burden.* The most useful of these are the camel, the horse, the mule and the ass. The camel can carry more than a thousand pounds weight.

LESSON LVII.

BIRDS.

Names.	*Qualities.*	*Actions.*
length	a ble	walk
branch	kind	build
ground	young	perch

Birds have two legs, with which they walk on the ground, or perch on the branches of trees. They have two wings, with which they fly in the air. The ostrich is said to be the largest bird. The humming bird is the smallest, its body being only about one inch in length. Some birds, as the eagle, the vulture, and the hawk, are called *birds of prey*. There are other birds, which pass from one country to another, at certain seasons of the year, on which account, they are called *birds of passage*. Among these are the crane, the stork, and the swallow. The smallest birds are said to build the warmest nests. They form them of straws and moss, and coat them with wool or soft down. The old birds are very kind to their young ones. They teach them to fly, and take care of them, until they are able to procure food for themselves.

LESSON LVIII.

FISHES.

Names	*Qualities.*	*Actions*
Jo nas	un hurt	dart
an i mals	a quat ic	pass
Green land	nor thern	ta ken

Fishes are animals that live only in water, for which reason, they are called *aquatic* animals. They have skins, with smooth shining scales, and they have fins on their sides, with which they keep themselves up, and move in the water.

Fishes can swim very fast, and dart through the water after flies, or any thing else they would wish to eat. Some fishes are very large. The whale is not only the largest fish, but also the largest of all the animals we know; some being above ninety feet in length. It has a mouth so very large, that a full grown man might pass into it with ease. Jonas was three days and three nights in the belly of a whale, and yet came forth unhurt. Whales are found in the northern seas, chiefly on the coast of Greenland, where more than two thousand whales are sometimes taken in the space of two months.

LESSON LIX.

THE FAITHFUL DOG.

Names.	*Qualities*	*Actions.*
mas ter	blind	sought
beg gar	hun gry	thrown
win dow	faith ful	re ceive

In the city of Rome, there was a poor blind beggar, who was always led by a dog. The poor man went twice a week through certain streets of the city, to collect alms. The dog knew all the streets through which his master was to be led, and every door in those streets, at which he was likely to get any thing. When a piece of money was thrown from a window, the beggar could not, of course, seek it, but the poor dog sought it out, took it up in his mouth, and put it in the poor man's hat. Bread was sometimes thrown to them from the windows, and though he must have been badly fed at home, and was often hungry, yet he never eat a morsel of the bread, unless given him by his master. What a faithful creature this dog was! What a shame that men are sometimes found, who do not act so honestly as this poor animal always did!

LESSON LX.

THE EARTH.

Names.	*Qualities.*	*Actions.*
stream	old	ex tend
sur face	vast	join ing
por tions	high	flow ing

The earth consists of *land* and *water*. There are two very great portions of land; one of which is sometimes called the Old World: the other gets the name of the New World. Portions of land having water all around them, are called *islands*. The high points of land, which project far into the sea, are called *capes*. Water covers two thirds of the earth's surface, and forms one vast sheet, which extends from the North to the South Pole. It consists of five great oceans; and of many seas, lakes, straits, bays, and rivers. An *ocean* is a very large portion of salt water. A *sea* is less than an ocean. A *lake* has land all around it. A *strait* is a narrow passage joining two seas. A *bay* is an arm o. the sea flowing into the land. A *river* is a large stream, rising in the land and flowing into the sea. A *harbour* is a place for ships.

LESSON LXI.

ON STEALING.

Nouns.	*Qualities.*	*Actions.*
Is rael	e qual	beat en
A chan	scar let	ston ed
Jer i cho	gold en	burn ed

When the people of Israel took Jericho, God gave orders that none of them should keep any of the spoils of the place. But a man named Achan saw among the spoils, a scarlet cloak, a golden ruler, and some pieces of money, and he stole them, and hid them in his tent, When the people went next to battle, they were beaten, and God told Josue the reason was, because one of them had stolen some of the spoils and told a lie. Then they sought who it was, and found it was Achan. He was brought out, and stoned to death, and all his goods were burned. There are many who would not steal, but who think they may keep what they find. This is not right. What we find belongs to him who lost it, and not to us. We should therefore take care to look for him and restore the thing found, or something of equal value. *Wrong no man.*

LESSON LXII.

ON TELLING LIES.

Names.	*Qualities.*	*Actions.*
in ju ry	frank	ex cuse
warn ing	ly ing	charg ed
neigh bour	hei nous	de spis ed

Some children tell a great many lies, with as little thought as if it were not a crime. A lie is a breach of God's law. On no account then should a lie be told. A lie is also the mark of a mean soul. He who tells it, deserves to be despised. He will not be trusted, even when he tells the truth. Every lie is bad. Nothing can excuse it. If you tell a lie to hide a fault, or excuse it, this would be to add a new sin to your former one. When charged with a fault, of which you are guilty, you should frankly confess it. If your lie did injury to your neighbour, this would make it very heinous indeed. Do you not know, that a man and a woman, who told a lie to Saint Peter, were struck dead at his feet? a warning to us, how much God hates a lying tongue. *A lie is a foul blot.*

LESSON LXIII.

ON CALLING NAMES.

Names.	*Qualities.*	*Actions.*
Beth el	wild	be gan
Ca naan	ho ly	de sires
El i se us	lit tle	suf fer ed

It is very wicked to call names, or to mock at any one. One day, when the prophet Eliseus was going to the town of Bethel, in the land of Canaan, some little boys came out of the city of Jericho, and began to make game of him, and call him names, saying, "Go up, thou bald head." God was so angry at these words, that he sent two wild bears out of the wood, which tore in pieces two and forty of these wicked boys, who would not let the holy old man go his way in peace. But our Lord loves good children. He desires that little children should be suffered to come near him, and says, that their angels always see the face of his Father, who is in heaven. He even chose himself to be a littl child, and to be born of a poor mother, that we might learn, that it is not by being rich we can please God, but by doing his will.

LESSON LXIV.

THE GOOD MOTHER.

Names.	*Qualities.*	*Actions.*
Lou is	guil ty	pla ced
France	mor tal	com mit
Blanche	great est	of fend ing

It is told of Blanche, queen of France, that when her son, Saint Louis, was still very young, she often said to him, "My dear son, I love you as tenderly as a mother can love a child, but I would rather see you fall down dead at my feet, than that you should ever commit one mortal sin." And so well did her son attend to these words, that although he lived to the age of nearly sixty years, he never, in his whole life, was guilty of a mortal sin. He became one of the best kings, and one of the greatest heroes, that ever lived; and was so holy and good, that after his death, the Church placed his name among those of the Saints. This was indeed a good mother, who would rather have her child cease to live, than that he should lose his soul by offending God. *What does it avail a man to gain the whole world, if he lose his soul?*

LESSON XLV.

ON INSTINCT.

Names.	*Qualities.*	*Actions.*
hon ey	bu sy	weave
flow ers	sweet est	taught
summer	pleas ant	gath er

Who taught the bird to build her nest
Of wool, and hay, and moss?
Who taught her how to weave it best,
And lay the twigs across?

Who taught the busy bee to fly
Among the sweetest flowers?
And lay her store of honey by
To eat in winter hours?

Who taught the little ants the way,
Their narrow holes to bore?
And through the pleasant summer's day
To gather up their store?

'Twas God who taught them all the way,
And gave their little skill;
And teaches children, when they pray,
To do his holy will

LESSON LXVI.

THE GROWING OF CORN.

Names.	*Qualities*	*Actions.*
sic kles	flat	pro duc ed
sc ythes	low er	ma nur ed
ma chine	yel low	pre par ed

I will now tell you how corn is produced. The land is first ploughed, and perhaps manured. Then a man scatters some corn on the land, thus prepared; and a harrow is drawn over it to cover the seed. The harrow is a flat machine, with rows of short spikes on its lower side. When rain falls, it sinks down to the seed, and softens it, and causes it to sprout. The sprout is very small at first, but the heat of the sun makes it shoot above the earth. It is then like a blade of grass, but it soon grows tall, with an ear of corn on the top, which the sun ripens and makes yellow. When ripe, it is cut down with scythes or sickles, and then sent to the farm yard, where it is laid up in stacks. After this, it is thrashed, to loosen the grain from the straw, and then sent to the mill to be ground and thus it becomes meal or flour.

LESSON LXVII.

USES OF CORN.

Names.	*Qualities.*	*Actions.*
gru el	oat en	ground
bar ley	wheat en	soak ed
oat meal	va ri ous	ma king

There are various kinds of grain or corn. The chief kinds are wheat, barley, oats, and rye. Wheat, when ground, is called *flour*, and is chiefly used for making bread. Barley, when soaked in water for some time, and then dried in a kiln, is called *malt*. Malt is used with hops in making beer. Barley is also made into bread. Oats, when ground, become what is called *oatmeal*, which serves to make bread, gruel, and such things. Oats are also much used as food for horses. Rye is a kind of coarse grain. It is made into bread, either by itself, or mixed with the flour of wheat. Of all the grains used in making bread, wheat is by far the best, and therefore the most used. Bread made of wheat is called *wheaten* bread; that made of oats, is called *oaten* bread. Corn is one of the most useful gifts of God to man in this world.

LESSON LXVIII.

METALS USED FOR COINS.

Names	*Qualities.*	*Actions.*
Pe ru	rich est	cov er
Chi li	red dish	sheathe
Mex i co	pro duc tive	val u ed

Gold is a heavy metal; it is scarce and dear. It is of a deep yellow colour, and very bright. Gold is found chiefly in mines, but sometimes in the sands of rivers. The gold mines of Chili and Peru are the richest in the world. Gold is made into *coins*, and is much used in *gilding*. Coin is *stamped money*.

Silver is a rich metal; and is of a pale white colour. It is not so heavy as gold, nor so much valued. It is made into coins; and also into many things that are used at the tables of rich people. The silver mines of Mexico, or New Spain, are the most productive in the world.

Copper is a metal, of a reddish brown colour. It is made into coins, also into pots and kettles, and other useful things Sheets of copper are used to cover the roofs of houses, and to sheathe the bottoms of ships.—Name the British coins.

LESSON LXIX.

IRON.

Names.	*Qualities*	*Actions.*
met als	edg ed	floats
col our	li quid	mix ed
bot tom	in tense	melt ed

Iron is the most useful of all the metals. It is of a dark colour, and very hard. It is always found mixed with some other substance. Sometimes it is found mixed with clay, at other times, with flint or with lime. In this state it is called *iron-stone.* This stone is put into a large furnace, and melted by means of intense heat. When the iron-stone is melted, the clay, lime, or flint, floats on the top, and the iron runs out at the bottom, like a stream of liquid fire. It flows into large furrows made in sand, and when it cools, becomes very hard and brittle In this state it is called *cast-iron,* and is used for grates, pipes, rail-roads, and many other things. Cast-iron is made into *wrought-iron,* by a process called *blooming ;* and wrought-iron is made into *steel,* which is very useful for edged-tools, springs, and many other things.

LESSON LXX.

LEAD AND TIN.

Names	*Qualities.*	*Actions.*
de gree	cer tain	re ceive
cem ent	har der	work ing
Corn wall	soft est	em ploy ed

Lead is a coarse, heavy metal. It is of a light blue colour, but by certain degrees of heat produces the *red-lead* and *white-lead*, so much used in paints. Lead is the softest of all the metals, and is very easily melted. The persons who work lead are called *plumbers*. The solder they use, as a cement, is a mixture of lead and tin, taking two parts of the former to one part of the latter. Lead mixed with copper and tin forms pewter.

Tin is of a light colour. It is harder than lead; yet it can be more easily melted. Tin is used for a great many purposes. Pins receive their white colour by means of tin. The pins are made of brass wire, and laid on plates of tin, which, when melted, gives the pins a white colour. It is said, that one hundred thousand men are employed in working the tin mines of Cornwall. Tin is the lightest of all metals.

LESSON LXXI.

MY GUARDIAN ANGEL.

Names	*Qualities.*	*Actions*
an gel	ar dent	ef face
Sa tan	cho sen	rais ed
dan ger	time ly	press ed
shel ter	tot ter ing	stray ed
pa rents	guar di an	watch ed

Since first my eyes beheld the light,
Who was it watched both day and night
To guide my tottering steps aright?
MY ANGEL?

Who was it taught me how to pray,
My parents always to obey,
And led me into virtue's way?
MY ANGEL?

Oft, when in error's paths I strayed,
Or by the steep of danger played,
Who saved me by his timely aid?
MY ANGEL?

When passions rude usurped the sway
O'er all the voice of grace did say,
He? who for me did kindly pray?
MY ANGEL?

When pressed with pain and the big tear
Stole down my cheek, what friend was
near
To say, "The will of God revere?"
MY ANGEL

In want, in sin, in misery,
Who raised this heart, my God to thee
And bade me to thy shelter flee?
MY ANGEL?

Who sought for me each chosen grace,
Tried every failing to efface,
And Satan's arts did swiftly chase?
MY ANGEL?

Though friends and all from me should
fly,
Still, still, there's one who hovers nigh,
And ne'er will leave me till I die.
MY ANGEL?

Oh! then, my God! how can I prove
To thee my ardent thanks and love,
For sending from thy throne above,
MY ANGEL

SECTION III.

LESSON LXXII.

THE BOY IN THE DARK.

Names	*Qualities.*	*Actions.*
light	cold	should
bench	black	pinch
chair	quite	shone
night	same	could

John, John! come to me; I am in the dark. In the dark! said John;—and does the dark hurt you? No; but I fear to be shut up in the dark, and no one here. And pray what do you fear? I can't tell; but I think it is the dark that I fear. Well, but does the dark feel too hot or too cold, or does it pinch you, or what does it do? Oh, no! it does none of these things; but it is so black, and ——. Well, your cap is black; but you do not fear that; do you? No; for my cap is not the dark—and there was no one here, too: that made me hate it still more. But you were here in the day with no one else, and did not mind it; so why do you now? Why it was light in the day, and the sun shone full in the room, so that I could tell all that was in it. What more, said John, do

you think can be in the room now than there was when it was light? I don't know. Well, then, we will look and see; and if it be just the same as it was, you will not mind, will you?—

Ann, bring a light. Now let us look. Well, here is the bench just as it was, and the books on it, and the chair, and your cap, too, which I told you to hang on the peg. It did not stir, you see, for the dark; so now, if I put out the light, you will not fear—will you? It is put out. Now what do you think of the dark? Oh! I don't mind it so much as I did; but don't go from me: you know I should be by myself if you did, and I do not like that. But you would *not* be by yourself: can you not tell me who would be with you? No, I can not. Why, would not God be with you, and He could do you more good and take more care of you than I could. God is in this room and in my room; He is in the air; and there is no place where He is not. He can see in the night as well as in the day. Then do not fear when you are alone, though it be quite dark, for God, who loves you, is with you, and will take care of you.

LESSON LXXIII.

THE DOG AND THE WOLF.

A FABLE.

Names.	*Qualities.*	*Actions.*
fa ble	lean	lodge
thieves	hung ry	prom ise
col lar	plump	ti ed
free dom	coars est	walk ed

A dog and a wolf met by chance on the road. The wolf was very lean and hungry; he told the dog that he was very glad to see him, and asked him how it came to pass that he was so fat and plump. "Why," said the dog, "I keep the house from thieves; and I lodge well, and have good meat and drink for my pains."

"I wish," said the wolf, "I had as good a post." "Why," said the dog, "if you like to come with me, I will speak to my master for you, and I doubt not but you will fare as well as I do, if you take care to serve him as well."

The wolf said he would try his best and would promise to do all he coulc to please his master. So they took to the road, and joked as they walked along, and were good friends.

At length, as they came nigh the

house, the wolf by chance saw a bare place on the dog's neck where the hair was worn off. "Friend," said he, "how comes this, I pray?"

"Oh! that is nothing," said the dog, "but the mark of the collar, to which I am tied in the day, that I may not run away or bite."

"Oh, oh!" cried the wolf, "if that is the case, keep your collar and your fine food to yourself, and I will roam where I please. I have more sense than to sell my freedom for a crust; for freedom is of more value with the coarsest food, than bondage with the finest."

BREAD.

Waste not, want not, since we pray
For food to God from day to day;
For, when each day we rise from bed
We ask the Lord to give us bread.

That bird, that o'er us chirps and sings,
Will drop to earth and fold its wings,
And to our homes with joy will come—
To glean from us each mite and crumb.

Bread helps the strong man in his toil
To plough the earth, and sow the soil,
That it once more may grow the wheat,
Which yield us flour and bread to eat.

LESSON LXXIV.

A STORY ABOUT A SLAVE.

Names.	*Qualities.*	*Actions.*
sto ry	ang ry	look ed
des ert	wild	fawn ed
thorn	fierce	skip ped
li on	ea sy	sprang

There is a story told of a slave which I will tell you.

A slave ran away from Rome in old times, and went across the desert to get to his home. One day he went into a cave, which proved to be a lion's den.

He soon heard the roar of a lion, and made up his mind to be eaten up. But the lion came limping to him, and put his paw upon the man's knee; while the man was afraid to stir. The slave looked at the paw and saw that it was much swelled, and found a large thorn in it; but he did not, at first, dare to pull it out, lest the lion should get angry

from the pain and kill him At last he did pull it out.

The lion bore it quietly, and when his paw was easy, he licked the man, nd fawned on him just as dogs do. The man lived there some days, for he was weak and tired. He did not reach his home, but was caught, and led back to Rome.

For his crime of running off, he was to be exposed to wild beasts. When the day came, he was led to the spot, and a lion that was lately caught, and that had not been fed for some days that he might be more fierce, was let loose upon the man; and as soon as the door was opened, he sprang out of his den with a wild roar.

But when the lion saw the man, he crept sottly up to him, and licked him, and skipped about him, to show how glad he was, and did not hurt him in the least. It was the same lion the man had met with in the desert.

The slave was set free. The lion was given to him; and the grateful beast would go with him through the streets of Rome, like a dog.

LESSON LXXV.

THE FROGS—THE TWO DOGS—THE WILD CAT.

FABLES.

Names.	*Qualities.*	*Actions.*
harm	young	snarl
hearts	hard	learn
limb	some	be gan
death	same	pelt

As some boys were once at play, near the side of a pond, they saw a great many young frogs in it; so one of the boys said, Let us have some fun with the frogs: the naughty boys then began to pelt the frogs with stones. Boys, said one of them, you have hard hearts; why do you pelt us with stones? we have done you no harm; and you should learn *to do as you would wish to be done by.*

Two DOGS, Tray and Snap, went out to walk. At last they came to a town. All the dogs came near them. Tray hurt none of them; but Snap would grin at this, snarl at that, and bite a third, till at last they all fell on him, and tore him limb from limb: as Tray was with him, he met with his death at the same time.

THE WILD CAT said to the fox, that she had but one trick to get clear of dogs. Pob! said he, I have ten at hand, and ten times ten in a bag. A horn was blown. Puss ran to the top of a tree and saw the fox's tail close to a dog's nose. I think, said she, that he should open his bag now. *None but fools boast.*

LESSON LXXVI.

THE WOLF AND THE FOX.

A FABLE

Names.	*Qualities.*	*Actions.*
wolf	yon der	wish ed
sheep	few	count ed
chance	sly	cheat
tricks	fine	strikes

Some time since there was a large wolf, that used to live in a cave by the side of a wood. He had laid up a good store of food, and kept himself much at home, lest those who were in search of prey, should come and rob him when he was out.

A fox, by some means, had learned that the wolf's den was full of good things of all kinds, and, as it is said,

he much wished to get rid of the wolf, to have his fill of them.

At last he thought of a man who kept sheep in a field hard by; so he went nd asked him if he did not know that he wolf had a den near his flock of sheep. "No," said the man, "I do not." "Oh! oh!" said the fox; "why I met him last night with a fine large sheep on his back, and I dare say it was yours." "So I think," said the man, "for when I counted them to day, there was one gone."

"Pray, Mister Fox, where does the wolf live?" "I will tell you," said the fox; "it is down by the side of the wood, in a large cave, at the foot of yonder hill. If you get over this gate, and go down the path close to the hedge, you will find a large track that he has made, which leads straight to his den."

So the man took his dog and gun, and set off down the field, the way the fox had told him. When he came to the side of the wood, there he found the den; he and the dog went in, found the wolf and killed him: so there was an end of the wolf.

In a few days after. the man by chance

went the same road, and when he came to the den by the side of the wood, he thought he would just have a peep in; and who should be there but the very same fox who told him of the wolf!

"Ah! Mr. Sly-Boots, so you are here: very well, sir; I now know your tricks; you told me of the wolf, that I should kill him, and that you might have his store and his home.

"Well, Mr. Fox, if you do not like sheep—as you told me—I know you like lamb; so no more shall you cheat the world, and there's the blow that strikes you dead." He then struck him on the head and killed him.

Don't tell tales of others to serve your own ends.

LESSON LXXVII.

EASY POETRY.

A man has two hands, with five fingers
to each,
On purpose to work with, to hold, and
to reach;
No birds, beasts, or fishes, for work, or
for play,
Have anything nearly so useful as they

The cow has a horn, and the fish has a gill ;
The horse has a hoof and the duck has a bill;
The bird has a wing, that on high he may sail;
And the cat has a paw, and the mouse a long tail;
And they swim, or they fly, or they walk, or they eat,
With fin, or with wing, or with bill, or with feet.

LESSON LXXVIII.

THE BOY AND HIS HORSE.

Names.	*Qualities.*	*Actions.*
horse	just	stop
hedge	mere	know
whip	right	thought
harm	old	chose

Stop! stop! my lad, said a good old man; why do you thus beat your horse? Does he want to stand still? or is his pace too slow? No, sir. Then does he want to jump over the hedge, or to lie down on the grass? He does not. sir. Then

why do you beat him? I am sure, I don't know;—I like to hear my whip smack. Well, and I like to hear my cane smack; so I shall lay it on your back. Oh no sir! oh don't, sir! But why not? Why it would hurt me, and I have done no harm that I know of. And does it not hurt your horse when you beat him? Yes, sir; but not much, I think. And yet you beat him, though he has done no wrong. Well, sir, but he is only a horse: and I may do what I like with my own horse. No, no, my lad; you may not use anything ill, though it be your own, and though it be but a horse. Now, if I were to beat you well with my cane, I should serve you just right; as you have done wrong to strike your horse for no fault—he that takes you so far on his back, and goes where you like, in the mud and in the cold; though if he chose, he could soon throw you down and run off. Indeed, sir, I never thought of that before, nor will I ever beat my horse again for mere fun Well, that is right, my lad: now you may ride off; good day to you. Good bye, sir.

LESSON LXXIX.

THE TREE.

Names.	*Qualities.*	*Actions.*
branch es	straight	hang
boughs	ti ny	goes
bas ket	ro sy	spread
leaves	ri per	car ry

A tree has a root that goes a great way under ground. The roots are like its legs; the tree could not stand with out them. Then the tree has a trunk; a large straight trunk,—that is its body Then the tree has branches; these are its arms; sometimes they spread out very far. Then they are boughs; and upon the boughs, leaves and blossoms. There is a blossom upon the apple tree. Will the blossom be always upon the tree? No; it will fall off soon; perhaps it will fall off to-night. But then do you know what will come instead of the blossom? What? The fruit. After the blossom of the apple tree falls off, there will be apples. At first, they will be little tiny things, not much bigger than a pin's head; but they will swell and grow bigger and harder each day,

till at last they will come to be great apples. And when the sun has made them grow riper, they will hang with osy cheeks, ready to be plucked by the nan who owns them, and then perhaps he fruit woman will buy them, and carry them about in her basket to sell.

LESSSON LXXX.

GEORGE WHEN A CHILD—TRUTH.

Names.	*Qualities.*	*Actions.*
George	beau ti ful	ex claim ed
cul prit	En glish	sus pect ed
fa vour ite	next	kill ed
hon es ty	no bly	for give

When George Washington was about six years age, some one made him a present of an axe. Little George went about chopping everything that came in his way; and, going into the garden, he tried its edge on an English cherry tree, stripping it of its bark, and leaving lit-le hope of its living. The next morn-ng, when his father saw the tree, which was a great favourite, in this state he asked who had done the mischief; but no one could tell him who it was.

At length George came, with the axe in his hand, where his father was, who instantly suspected him to be the culprit. "George," said he, "do you know who killed that beautiful little cherry-tree?" The child paused for a moment and then nobly replied, "I cannot tell a lie: it was I cut it with my axe." Run to my arms, my boy," exclaimed his father; "run to my arms! I forgive you for destroying my tree, since you have had the honesty and manliness thus to tell the truth about it."

LESSON LXXXI.

THE WELL-BEHAVED LITTLE BOY.

Names.	*Qualities.*	*Actions.*
rude ness	rude	be have
head ache	ni cest	hap pen ed
quan ti ty	gree dy	choo ses
mat ter	dif fi cult	dis plays

There are some boys who never seem to know how they ought to behave, or to have the least idea of the difference between good and ill manners. For instance, I knew one who would tease

people with questions when they were reading or writing; take one's chair, if one happened to rise for a moment; leave the door wide open on a cold day; and do a hundred other rude things, just because he did not take the trouble to think about the matter.

However, I am going to tell you about a little boy who is exactly the reverse of this. I never saw him guilty of any rudeness; and I will tell you why it is: he always considers what is likely to be pleasant to other people, and he carefully avoids doing what he thinks will be disagreeable.

When his mother one day complained that she had a headache, he instantly put away his playthings, and sat down quietly to read. If he is asked what he will have at dinner, he never chooses anything of which there is but a small quantity, though it may happen to be the nicest; but he looks to see what there is plenty of, and asks for that:—for he knows that to take just what we like best, without caring whether there is enough left for other people, is both rude and greedy.

Polite conduct should be exercised

at all times;—it then becomes natural, and displays itself without effort on every occasion; whereas those who are usually rude in their manners, when they are among their brothers and sisters either at play, at lessons, or at meals, find it is very difficult to behave properly at other times.

LESSON L I.

THE ECHO.

Sounds made by the voice or by any other cause, are borne upon the air, and are at last lost in the distance; but if, in its way, the sound meets with any object, as a wall, a rock, the arch of a bridge, it bounds back again, and is heard in a softer tone. This happens, for instance, when a gun is fired; the sound returns, as if a second gun had been fired off at a distance.

Once on a time, two little boys,—
And naughty ones you'll say,—
Resolved, before they went to school
That they would truants play.

The spot they chose to loiter at
And seat themselves to chat
Reechoed, or sent back the voice,
But they did not know that.

Says William to his cousin Dick,
"We shall not be found out;"
But Echo heard the naughty boy,
And answered, "Be found out."

"I fear," said Dick to William,
"That some one overhears."
He looked to see, and Echo then
Cried, "Some one over-hears."

"Oh! never mind," said William then;
"Come, do not be afraid;"
So when they both began to play,
Said Echo,—"Be afraid!"

"What can it be," said William
"Oh, let us go to school;"
For he began to be afraid;—
Said Echo,—"Go to school!"

Then, softly whispering, they said
"Oh, if our master knows!"
But Echo, hearing every word,
Said, softly, "Master knows."

"What shall we do?" then William said
"We must not tell a fib."
And then they heard the Echo's voice
Say,—"Must not tell a fib."

We shall not be so very late,
If we make haste away;"
And Echo, with a warning voice,
Cried out, "Make haste away."

Then Dicky dried his tears, and said,
"I will do so no more;"
And Echo, in a cheerful voice,
Then said,—"Do so no more."

"Then we'll be off to school," said they
And off they quickly ran;
And, luckily, were just in time,
Before the school began.

Remember, then, my little friends,
Though Echo nothing knew,
There's ONE above who always knows
Both what you say and do.

LESSON L.

SAINT CYRIL.

Names.	*Qualities.*	*Actions.*
pa gan	pri vate	bap tiz ed
gov er nor	im pi ous	pro claim
ex e cu tion	ho ly	fright en
king dom	daunt ed	re joice

This saint was as yet a child when he laid down his life for the faith of Christ. His father being a pagan, seeing his young son, who had in private been baptized, refuse to adore his idols, after all manner of ill usage, turned him out of doors. The governor of the place hearing of the matter, gave orders that the child should be brought before him. This impious judge was in a rage to hear him never cease to proclaim the name of Jesus. He told him that he ought to hate that name, and that, if he obeyed, he would pardon him, restore him to his father, and take care that he should inherit his estate. The pious child replied, "I am glad to suffer for what I have done. God will receive me, with whom I shall be better off than with my father I renounce with joy, house

and estate, that I may be rich in heaven. I am not afraid of death, since it will procure me a better life." This he said with a courage which showed that God spoke in him.

The judge had him bound and led out as it were to execution but in private he gave orders that they should only frighten him. The holy youth was placed before a great fire, and was threatened to be cast into it; yet he was not daunted. He was then led back to the judge, who said to him, "My child, you have seen both the fire and the sword: be wise, and return to your house and fortune." The martyr made answer,—"You have done me an injury in calling me back: I fear not the fire nor the sword. God will recieve me. Put me to death without delay, that I may the sooner go to him."—All that stood by, wept to hear him speak in this manner. But he said to them, "You ought rather to rejoice: you know not what is my hope, nor what kind of kingdom I am going to possess." He was then put to death, and he suffered it with joy.

LESSON XIV.

SAINT PASCHAL.

Names.	*Qualities.*	*Actions.*
pa rents	vir tu ous	cop y
ex am ple	pi ous	de sir ed
let ters	young	learn ed
con duct	hum ble	re main

His parents lived by the labour of their hands, and were very virtuous. Paschal was careful to copy their pious example. They were too poor to send him to school; but the holy child, out of a desire of so great a means of instruction, brought a book with him into the fields where he took care of sheep as an under shepherd, and he desired those whom he met, to teach him his letters. Thus in a short time, and while he was yet very young, he learned to read. He took great delight in reading the Lives of the Saints, and, above all, the Life of Christ. Bad books, or books written merely to pass away time with, he would never look into. His master, who was very devout, was so charmed with his good conduct, that he made him an offer to adopt him as his son, and to make him his heir. But Paschal,

who desired only the goods of heaven, was afraid that those of this world would prove to him a burden, and put his soul in danger. He modestly declined the offer, wishing to remain in his humble state of life, as being more like that which our Lord chose for himself on earth, who came into the world not to be served but to serve.

LESSON X

SAINT JOSEPH.

Hail! Spouse of our Lady! dear Nurse of her Child!
Life's ways are full weary, the desert is wild:
Bleak sands are all round us, no home can we see;
Sweet Spouse of our Lady! we lean upon thee.

For thou to the pilgrim art father and guide,
And Jesus and Mary felt safe at thy side;
Ah! holy Saint Joseph! how blest should I be,
Sweet Spouse of our Lady! if thou wert with me!

O blessed Saint Joseph! how great was thy worth,
The one chosen shadow of God upon earth!
Of Christ the fond guardian—ah! then wilt thou be,
Sweet Spouse of our Lady! a father to me!

Thou hast not forgotten the long dreary road,
When Mary took turns with thee, bearing thy God!
Yet light was that burden, none lighter could be:
Sweet Spouse of our Lady! oh, canst thou bear me!

Ah! give me thy burden to bear for a while;
To kiss his warm lips, and adore his sweet smile;
With her Babe in my arms, oh! Mary will be,
Sweet Spouse of our Lady! my pleader with thee.

When the treasures of God were unsheltered on earth,
Safe keeping was found for them both in thy worth:
Guardian of Jesus! be a father to me,
Sweet Spouse of our Lady! and I will love thee.

Name.	*Number.*	*Objects.*
One.....	1	I
Two.....	2	II
Three.....	3	III
Four.....	4	IIII
Five.....	5	IIIII
Six	6	IIIIII
Seven.....	7	IIIIIII
Eight.....	8	IIIIIIII
Nine.....	9	IIIIIIIII
Ten.....10		IIIIIIIIII

1	2	3	4	5	6	7	8	9	10
I	II	III	IV	V	VI	VII	VIII	IX	X

11	12	50	100	500	1000
XI	XII	L	C	D	M

a while;
weet smile;
will be,
er with thee.

ltered on earth,
n thy worth:

love thee.

I
I I
I I I
I I I I

9 10
IX X
000
M